

CCSS EVIDENCE GUIDE FOR PLANNING AND PRACTICE IN A SINGLE LESSON – English Language Arts, Grades 6-12

The Shifts required by the Common Core State Standards in English Language Arts and Literacy are:

1. Regular practice with **complex text** and its **academic language**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. **Building knowledge** through **content-rich non-fiction**

This Guide aims to provide concrete examples of what the Common Core State Standards for English Language Arts in grades 6-12 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers.

Date: _____ **Teacher:** _____ **Class:** _____ **Text Used:** _____ **Lesson Focus :** _____

When the Common Core State Standards for English Language Arts are effectively integrated into planning and practice, the following should be evident in each lesson.

EXPECTATION

EVIDENCE OBSERVED OR GATHERED

| 1. A high quality text (or multiple texts) is at the center of the lesson. | These expectations should be evident in planning and observable in instruction. | | |
|--|---|----|--------|
| A. A majority of class time is spent reading, writing or speaking directly about a text or multiple texts. | Yes | No | Notes: |
| B. Students are working with and rereading texts that are at or above the complexity level expected for the grade and time in the school year. | Yes | No | |
| C. The text(s) evidence exceptional craft and thought and/or provide useful information. | Yes | No | |

| EXPECTATION | EVIDENCE OBSERVED OR GATHERED | | | | |
|--|-------------------------------|----------------|----------------|-------------|---------------|
| 2. Questions and tasks are text dependent and text specific. | | | | | |
| A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, and details. | Most | More than Half | Less than Half | Few or None | <i>Notes:</i> |
| B. Questions and tasks ask students to think about what they have read or heard and then ask them to draw evidence from the text to support their ideas. | Most | More than Half | Less than Half | Few or None | |
| C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text. | Consistently | Sometimes | Rarely | Never | |
| D. Sequences of questions support students in delving deeper into text to make nontrivial inferences beyond what is explicitly stated. | Consistently | Sometimes | Rarely | Never | |

| EXPECTATION | EVIDENCE OBSERVED OR GATHERED | | | | |
|--|-------------------------------|---------------|---------------|--------------------|---------------|
| 3. All students are productively engaged in the work of the lesson. | | | | | |
| A. Students persist in efforts to read, speak and/or write about demanding grade-level texts. | All Students | Most Students | Some Students | Few or No Students | <i>Notes:</i> |
| B. The teacher expects evidence and precision from students and probes students' answers accordingly. | Consistently | Sometimes | Rarely | Never | |
| C. Where possible, students demonstrate the ability to persist in completing question & tasks independently. | All Students | Most Students | Some Students | Few or No Students | |
| D. When discussing or collaborating, students build on each other's observations or insights using evidence. | All Students | Most Students | Some Students | Few or No Students | |

This tool is for use by teachers, those providing support to teachers, and others working to implement the CCSS for ELA and Literacy – it is not designed for use in evaluation. The *CCSS Evidence Guide for Planning and Practice in a Single Lesson* is intended for use in conjunction with the *CCSS Evidence Guide for Planning and Practice Over the Course of the Year*. Both tools are available at achievethecore.org/instructional-practice.



To the extent possible under law, we have waived all copyright and related or neighboring rights to this work. Any and all components of these modules may be customized to meet the needs of any audience — they may be modified, reproduced, and disseminated without prior permission.